DOCUMENT RESUME

ED 131 363 CG 010 911

AUTHOR Noble, Vicente N.
TITLE The Ryan Cross Cultural P.P.S. (Pupil Personnel Service) Component: A Training Model.
PUB DATE 76
NOTE 12p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (San Diego, California, February 13-16, 1976) ; Appendix D may be marginally legible due to small print

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Counseling Services; *Counselor Training; *Cross Cultural Training; *Cultural Awareness; *Field Experience Programs; *Minority Groups; Models; Program Descriptions; Pupil Personnel Services; Pupil Personnel Workers; Speeches
IDENTIFIERS *Minority Counseling

ABSTRACT

This report describes a cross cultural training program for pupil personnel service workers and other certificated school personnel. The program is divided into three parts: lecture, demonstration and trainee participation, and field site experiences. Recipient evaluations are required of the trainee efforts in the field sites and a workable "generalization" characterizes this program. The discriminatory problems and issues of Blacks, Mexican Americans, Asian Americans, and Native Americans in American education are addressed and the trainee, through competency development, learns to perceive and effectively assist students in a cross cultural educational setting. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED131363

THE RYAN CROSS CULTURAL P.P.S. COMPONENT: A TRAINING MODEL

ABSTRACT

Vicente N. Noble, Ph.D.
Coordinator
Pupil Personnel Services Programs
Dept. of Educational Psychology
California State University, Long Beach

Presented at the California Personnel & Guidance Association Convention, 1976.

This report describes a cross cultural training program for pupil personnel service workers and other certificated school personnel. The program is divided into three parts: lecture; demonstration and trainee participation; and field site experiences. Recipient evaluations are required of the trainee efforts in the field sites and a workable "generalization" characterizes this program. The discriminatory problems and issues of Blacks, Mexican Americans, Asian Americans, and Native Americans in American education are addressed and the trainee, through competency development, learns to perceive and effectively assist students in a cross cultural educational setting.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CG 010 911

THE RYAN CROSS CULTURAL PPS COMPONENT: A TRAINING MODEL

Vicente N. Noble, Ph.D.
Coordinator
Pupil Personnel Services Programs
Dept. Ed. Psychology
Calif. State University, Long Beach

PAPER PRESENTED AT THE CALIFORNIA PERSONNEL & GUIDANCE ASSN. CONVENTION, 1976

California, in the past few years, has instituted new policies in the credentialing requirements. One of these is the requirement that the training of teachers, counselors, administrators, and other credentialed personnel incorporate cross cultural education and corresponding experiences with minority communities.

In many programs, cross cultural education is simply included as an additional topic throughout each course in a program's curriculum. In other programs, cross cultural education is designated as a separate course in addition to its' topical inclusion in other program courses. This report will describe the cross cultural pupil personnel training program at California State University, Long Beach which utilizes the latter approach.

PROGRAM GOALS

The goals of the program are:

1. Provide the trainee with basic information regarding the nature, history, and practices of discrimination in America and in particular the schools.

2. Develop, from research findings and exemplary field practices, knowledge about applicable strategies and skills which will enhance the trainee's effectiveness in working with and positively assisting non-white minority school populations.

3. Provide experiential situations whereby a trainee may, through client-site supervisor evaluations, assess their personal and professional intentions and activities.

4. Develop with the trainee, a perspective of cross cultural situations. This perspective should allow a trainee to "generalize" the content or process of an activity from one cross cultural situation to another.

The latter goal is of particular importance. The training program is geared for 15 three hour sessions. Within this time frame, it is impossible to provide comprehensive training about all minority groups and their educational problems. As such, the "generalization of content" approach allows a trainee to focus study on one or two groups, with respective experiences, and utilize the "generalization" to perceive the nature of other situations. For example, a trainee may realize that "limited English Speaking (LES) Mexican American student achievement is hampered by a lack of facilitative instructional vehicles (bilingual instruction, etc.). This perception, and the corrective procedures, can be generalized to other LES groups - Vietnamese, Puerto Ricans, Koreans, etc. The realization of this approach in the trainee would hopefully be the development of a "cultural discrimination antenna" which would be sensitive to stated or unstated inequitable practices.

5. A last, but not least, goal of the program is to enhance the trainee's professional skills and knowledge to effectively assist ethnic minority populations. Thus, the emphasis of the program is on professional competence.

PROGRAM STRUCTURE AND PROCEDURES

This program is divided into three parts.

I. A lecture is presented about the following topics:

a. Historical overview of minorities in America.

b. Consideration of values, life-styles, problems, and contributions of racial and cultural groups in American society.

c. The nature of prejudice and discriminatory practices in education.

d. General social and cultural considerations in education.

e. The minority family, neighborhoods, and the schools.

f. Intelligence, tests, norms, learning styles and the minority person.

g. Psychological factors in counseling-educating the Black student.

h. Psychological factors in counseling-educating the Mexican American student.

i. Psychological factors in counseling-educating the Asian American student.

j. Psychological factors in counseling-educating the Native American student.

k. The development of skills, techniques, and attitudes for positive intergroup relations.

l. Examination of instructional materials and programs which discriminate against or improve minority education.

m. Educational resources - agencies, identifying community groups/persons, publishers, etc.

n. Bilingual-cross cultural educational approaches/tactics.

The purpose of this activity is to equip the trainee with the concepts and literature regarding the topic(s). This information was synthesized from the compiled research literature (1964-74 - to be disseminated, Summer, 1976) regarding counseling minorities, the speaker's personal knowledge and experiences, two textbooks, and supplementary readings (Appendix A).

2. Demonstration of the information contained in the lecture. Through role-play, case study, films, video-audio tapes, counseling-teaching triads (with evaluation), and discussion, the trainee learns, via demonstration and participation, to apply the lecture concepts in a practical manner.

This program has described a list of 13 competencies (Appendix B). Many of these competencies are similar to the California Multicultural education enactment (Article 3.3, Calif. Ed. Code, Section 13344). Specifically, the California State Department of Education has published a document - Guidelines: School Staff Preparation in the History, Culture, and Current Problems of Racial and Ethnic Minorities (1973) - outlining the application activities (Appendix C).

The California State University, Long Beach (CSULB) Pupil Personnel Services (PPS) "Competence Activities" (Appendix B) constitute the basis for the development of trainee skills. The trainee is expected to demonstrate all of the cited competencies in a cross cultural educational setting. These may be accomplished in the following manner.

3. Practicum and/or Field Experience. These activities are performed in the following form:

   a. The trainee cites a specific competence activity chosen from the Competency Activities (Appendix B).

   b. The trainee briefly states precisely how the activity will be actuated in terms of:

      1) Evaluated need;
      2) Specific activity (Appendix D lists some specific activity suggestions);
      3) Designated population(s);
      4) Location;
      5) Time frame;
      6) Contingency plans;
      7) Evaluation procedure (self evaluation)

   c. A brief evaluation from the recipient(s) after the completion of the activity. This should briefly state how the recipient(s) viewed: the intention(s) of the activity; whether the activity was meaningful; would the recipient(s) want the services of the trainee again.

   d. The trainee should cite a "generalization" of the activity. This generalization (a workable, transferable hypothesis) should come out of the activity, event, situation, or interpersonal process. It should also be applicable in a different cultural setting where the content of the situation may superficially "appear" to be different.

Since the program is designed for 15 three hour sessions, time is a restraining factor. The trainee is expected to directly demonstrate at least 5 of the 13 competence activities in a cross cultural field site. The five competence activities should indicate, from the recipient evaluations, "satisfactory or better" accomplishment. In the event that the evaluation(s) is not satisfactory, the trainee (upon self-examination and consultation with the instructor) should undertake the competence activity again with a similar group. The program emphasizes positive growth development. Negative recipient evaluations can readily provide the basis for greater self-awareness and the hazards of good intentions, communication misunderstandings and recipient perceptions.

The remainder of the competence activities can be performed by projects, compilations (minority referral agencies, bibliographies, etc.), tests, or video-audio tape recordings of activities. In the fulfillment of all competence activities, the trainee should cite a "generalization" for other groups or situations.

GENERAL CONSIDERATIONS

Throughout the program, certain aspects should be considered.

1. Minority trainees and community personnel should be encouraged to share their experiences and perceptions with their peers wherever appropriate. The participation will quell over-simplified generalizations in addition to enhancing the peer experience.

2. The competence activity to be performed could be evaluated, prior to site performance, by the instructor and/or a small group of peer trainees. This prior input may assist the trainee in correcting an oversight or tactical error.

3. The recipient evaluation(s) can be shared by other trainees to expand their knowledge of approaches and generalizations.

4. A school field site person can be designated by the instructor or chosen by the trainee. In any case, the role of the site person should be to support, monitor, and assist the trainee in evaluating the <u>quality</u> of the activity and the attendant interpersonal process.

5. Many activities, especially in higher education, are theoretically but not interpersonally oriented. The site person should provide direct feedback to the trainee about the trainee's professional and interpersonal actions. Research studies indicate that interpersonal relations in a cross cultural situation presents as much of a problem as do professional education problems.

6. One will note, from the competency activities (Appendix B), that the trainee will become somewhat familiar with minority community persons, agencies, and curriculum development. The latter, in a cross cultural setting, is just as important in assisting teachers, as direct counseling services.

A major problem of ethnic minorities in America is identity. For ethnic minorities, identity is not only personal and national, it is in many instances, cultural. Pupil personnel service workers, (by virtue of their training and interest in people, human growth and development) can contribute their knowledge of identity in examining, changing, and recommending curriculum information, procedures, and methods which will positively affect the identity of the minority student. This approach, coupled with direct counseling services, can fully assist the minority child to perceive and maintain a healthy identity in America as well as enhance their educational achievement.

CONCLUSION

This report has described a cross cultural training program. Evaluation, which is more descriptive than empirical, suggests that the behavior of the trainees may be positively modified in 15 sessions to produce some effectiveness in cross cultural settings. An important aspect of the program is the field experience. The recipient evaluation(s) and the induced generalizations provide the trainees with a perspective that may be utilized in an unknown cross cultural school setting or situation. Beyond this, the report suggests that the academic and experiential activities are congruent with participant needs wherever they might be employed in a multicultural school setting.

APPENDIX A

SUGGESTED READINGS

1. Anderson, N.J. and B. Love. "Psychological Education for Racial Awareness." Personnel & Guidance Journal, Vol. 51, No. 9, May, 1973.

2. Barnes, E.J., "IQ Testing and Minority School Children: Imperatives for Change." Journal of Non-White Concerns, Vol.1, 1973.

3. Brenton, Myron. "Mainstreaming the Handicapped."

4. De Avila, Edward A. & B. Havassy. "The Testing of Minority Children: A Neo-Piagetian Approach." Today's Education. No/Dec. 1974.

5. Delworth, Ursula. "Raising Consciousness About Sexism." Personnel & Guidance Journal, Vol. 51, May, 1973.

6. Dunn, R. & K. Dunn. "Learning Style as a Criterion for Placement in Alternative Programs." Today's Education. Dec. 1974.

7. Eisele, James E. "The Counselor & Individualized Instruction." Personnel & Guidance Journal, Vol. 52, Dec. 1973.

8. Farber, H. & G. R. Mayer. "Behavior Consultation in a Barrio High School." Personnel & Guidance Journal, Vol. 51, No. 4, Dec. 1972.

9. Halliburton, R. Jr. "A Call for Black Studies." The Social Studies. Feb. 1973.

10. Kadushin, Alfred "The Racial Factor in the Interview." Social Work. May, 1972.

11. Noble, Vicente N. Counseling the Minority Student: An Introduction. Academy Press, Los Angeles, Calif. Sept. 1975.

12. Noble, Vicente N. Cultural Considerations in Counseling: Ethnic Perspectives. University Publishing Co., Los Angeles, Cal. Jan. 1976.

13. Nelson, R. C. & J. W. Bloom. "Building Parent Involment." Elementary School Guidance & Counseling Journal, Oct. 1973.

14. Sperry, Len. "Counselors & Learning Styles." Personnel & Guidance Journal. Vol. 51, No. 7, 1973.

15. Sue, Stanley. "Personality and Mental Health: A Clarification." Amerasia Journal, 1975.

16. Tong, Ben. "A Living Death Defended as the Legacy of a Superior Culture." Amerasia Journal, 1975.

17. Warren, D.I. & R. B. Warren. "Six Kinds of Neighborhoods." Psychology Today, June, 1975.

ADDITIONAL READINGS

Guidelines: School Staff Preparation in the History, Culture, and Current Problems of Racial and Ethnic Minorities.
Prepared by: Bureau of Intergroup Relations, California State Department of Education.

The Experience of Japanese Americans in the United States: A Teacher Resource Manual. Developed, prepared, printed and distributed by an Advisory Council to the Ethnic Heritage Project of the Japanese American Citizens League under Grant OEG No. 0-74-9155. Request for information may be addressed to:

Japanese American Citizens League
National Headquarters
1765 Sutter Street
San Francisco, Calif. 94115

APPENDIX B

COMPETENCE ACTIVITIES

CSULB Counseling/Education

1. Trainee will demonstrate attitudes, skills, and techniques to improve understanding and communication of intergroup relations which can be translated into positive learning experiences for all students in a cross cultural setting.

2. Trainee will demonstrate sensitivity to the needs and feelings of persons from different backgrounds and sex in a counseling situation.

3. Trainee will demonstrate the ability to initiate and maintain positive working relations with minority, communities, and agencies.

4. Trainee will demonstrate knowledge of Article 3.3 Guidelines and be able to provide guidance assistance in an Article 3.3 program.

5. Trainee will demonstrate knowledge of multicultural agencies, persons, etc. to assist in cross cultural curriculum development.

6. Trainee will demonstrate knowledge of multicultural literature to assist in the development of cross cultural curriculum.

7. Trainee will demonstrate knowledge and techniques which will enhance their interview effectiveness with minority parents and differing communities.

8. Trainee will demonstrate an understanding of their own attitudes by direct involvement and experiences with opposite sex and minority members in a cross cultural intergroup occupational, social, or group counseling setting.

9. Trainee will demonstrate several means of evaluating the ways racism, prejudice and discrimination are reflected in an educational setting.

10. Trainee will demonstrate an ability to provide at least four alternative educational and/or counseling strategies for minority students in cross cultural school settings.

11. Trainee will demonstrate knowledge of the nature of prejudice and discrimination in the schools.

12. Trainee will demonstrate knowledge of test norm procedures, sex and cultural limitations in educational assessment.

13. Trainee will demonstrate an understanding of different life styles and cultures of minority persons and lower socio-economic persons and can counsel and translate this in school.

APPENDIX C

Guidelines: School Staff Preparation in the History, Culture, and Current Problems of Racial and Ethnic Minorities.
Article 3.3, Education Code Section 13344
Prepared by: Bureau of Intergroup Relations
California State Department of Education
Sacramento, Calif. 1973.

I.5.2 After the introduction of concepts, themes, and issues, it is essential to apply this body of knowledge to the school and classroom through participation in field assignments or similar experiences to allow for interaction with racial and ethnic groups from the community served by the school. Here the courses should provide realistic learning activities related to the following:

a. Definitions of equal education as related to the school and classroom;

b. Assessments of students' abilities and achievements;

c. Differences in students' learning styles;

d. Teacher, family and societal expectations of students;

e. Self-image of students;

f. Concepts of desegration, integration, pluralism as related to the school and classroom;

g. Role models;

h. Experience in the wider community, including observation of community organizations and how they function;

i. Militancy and activism in the community;

j. Conflict between different minority and ethnic groups;

k. Structure and governance of schools;

l. Curriculum and instructional materials;

m. Communication modes and skills of students;

n. Self-image assessment of participants with particular reference to intergroup concerns;

o. Observation of successful teachers and their methods.

APPENDIX 'D'

1. Sponsor extra-curricular activities
2. Interview truants and/or their parents.
3. Screen for students who make inappropriate decisions in course selection.
4. Produce records and reports of and about guidance services and activities.
5. Revise student's plans, as realistic and definite changes in interest and desires are known.
6. ASSIST STUDENTS IN IDENTIFYING THEIR OWN NEEDS AND GOALS.
7. ASSIST STUDENTS IN USING THEIR OWN RESOURCES FOR SELF-UNDERSTANDING AND ACCEPTANCE.
8. Talk to students who are getting poor and failing grades each report period.
9. LISTEN TO AND CLARIFY STUDENTS' VALUES.
10. LISTEN TO AND CLARIFY STUDENTS' THOUGHTS AND FEELINGS.
11. Use test data and other information about students for making career decisions.
12. Provide drug counseling.
13. Provide counseling in the area of love and sex.
14. Schedule at least one individual conference for each student each school year.
15. Provide pre-marriage counseling.
16. Provide guidance for students having discipline problems.
17. MAINTAIN ETHICAL STANDARDS REGARDING THE CONFIDENTIAL NATURE OF STUDENTS WHO COME FOR COUNSELING.
18. Provide group counseling employing role-playing, socio- and psycho-drama.
19. Provide group guidance sessions on study skills.
20. Plan programs which include guest speakers, field trips, guidance units, etc., to stimulate interest and provide information about career planning.
21. Meet with students in groups to provide information about high school course offerings, graduation requirements, college applications, financial aid, and career opportunities.
22. Teach students to properly use course description booklets, registration forms, college catalogs, job bulletins, financial aid announcements and the like.
23. Administer the school testing program.
24. Develop cumulative record systems.
25. Maintain cumulative records.
26. Record information in the cumulative records.
27. Administer individual intelligence tests.
28. Analyze achievement test results.
29. Offer placement services.
30. Schedule students' classes.
31. Aid with the registration of students.
32. Assist students to plan courses.
33. Work with training schools, employers and employment agencies to aid in student post-high school placement.
34. Assist students to obtain part-time and/or summer employment.
35. Assist students with college placement.
36. Evaluate students' transcripts.
37. Conducts research related to the assessment of student needs, student outcomes resulting from their school experiences, and follow-up of recent graduates and drop-outs to interpret and synthesize the data to improve the total school experience.
38. Plan surveys of occupational trends and opportunities in the community.
39. Conduct on-going research which focuses on the evaluation of the effectiveness and improvement of guidance and counseling services.
40. Help teachers understand, respect, care about and respond to more children in the classroom.
41. WORK WITH TEACHERS IN PLANNING WAYS TO ASSIST STUDENTS WHO NEED SPECIAL HELP.
42. Develop and conduct in-service programs for the staff.
43. Teach psychology, sociology and/or anthropology.
44. Discuss with individual teachers methods for more effective teaching.
45. Assist teachers to understand and work more effectively with students from racial minorities.
46. Assist teachers to understand and work more effectively with seriously apathetic and/or aggressive students.
47. ASSIST TEACHERS TO UNDERSTAND AND WORK MORE EFFECTIVELY WITH SLOW OR RELUCTANT LEARNERS.
48. Develop courses which are relevant in today's world.
49. Conduct interviews with parents for purposes such as planning for college entrance, career planning, applying for scholarships or employment and the like.
50. Make home visits to the parents of students.
51. Conduct all contacts between the school and home.
52. Assist teachers in developing procedures for the integration of counseling and guidance concepts into the regular classroom.
53. COOPERATE WITH OTHER PUPIL SERVICES STAFF, TEACHING STAFF, ADMINISTRATION AND REFERRAL AGENCY PERSONNEL IN SUCH ACTIVITIES AS CASE CONFERENCES, STAFFING AND PARENT-TEACHER CONFERENCES.
54. Work with other staff members in planning and developing instructional strategies in curricular programs which meet the needs of students.
55. Make special training available to parents in dealing with the normal growth and needs of students and with their personality development.
56. Assist parents to develop realistic perceptions of their children's development in relation to their potentialities so that parents can better understand and help students.
57. WORK WITH PERSONS CONCERNED TO DEVELOP A SYSTEMATICALLY PLANNED, COMPREHENSIVE GUIDANCE PROGRAM.
58. Maintain public relations regarding the purposes and function of the guidance program by communication between the school, parents, community and mass media.